INTERN

DEVELOPMENT

PROGRAM

GUIDELINES

2007-2008

2007–2008
IDP GUIDELINES

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APPENDICES

N C A R B

NATIONAL COUNCIL OF

ARCHITECTURAL REGISTRATION BOARDS

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Introduction

Your education as an architect typically begins in a school of architecture. But it does not end there. Training in architectural firms, continuing education, and professional practice further the educational process. Schools and firms offer many opportunities for acquiring knowledge and skills; however, you must take responsibility for developing your competencies to the fullest.

State registration requirements establish the minimum criteria for legally practicing architecture. Currently 49 of the Member Boards require participation in IDP for initial registration. Participation in IDP exposes you to the comprehensive training that is essential for competent practice.

IDP responds to your professional development needs by providing a wide range of resources that enhance day-to-day experience. The IDP training requirement establishes levels of training in important areas of architectural practice. Through the IDP mentorship system, you receive advice and guidance from practitioners. The IDP record-keeping system facilitates the documentation of internship activities, while the IDP supplementary education system provides a variety of learning resources designed to enrich training.

Sections I and II are primarily for those persons who are unfamiliar with IDP and/or the architectural registration process. Section I explains the program's purpose, objectives, and organization. Section II places IDP in the context of architectural registration. The purpose of registration is explained and general requirements—education, training, and examination—are reviewed.

Section III describes how IDP works. Each of the program's objectives is reviewed in terms of resources and registration requirements.

Sections IV–VII review activities undertaken in distinct phases of program participation: getting started, maintaining participation and applying for examination. If you are already familiar with the basic program principles and registration requirements, you should refer to these sections for clarification of key procedures and conditions affecting IDP training.

Please note information in bold type. It signifies important program definitions and procedures.

The shift from school to office is not a transition from theory to pragmatism. It is a period when theory merges with pragmatism. Internship is, in many ways, the most significant developmental period in your career as an architect. It's a time when you apply your formal education to the daily realities of architectural practice; acquire comprehensive experience in basic practice areas; explore specialized areas of practice; develop professional judgment; continue your formal education in architecture; and refine your career goals.

The Intern Development Program is structured to better prepare you for both the Architect Registration Examination® and the wide range of career opportunities that lie beyond registration. Make your IDP experience work for you!

The processes of education, training, and examination culminate in receiving an architectural license, a significant achievement in your career. Professional development, however, does not end here.

Today's architects must continue to build upon their knowledge and skills. This involves keeping abreast of new trends and changes while refining and expanding basic competencies.

Some registration boards require continuing education for maintaining an architectural license. NCARB assists its member boards through the Professional Development Program, a national program that assures the public and registration authorities that architects are continually expanding their knowledge base. Continuing education is also required for maintaining AIA membership. The AIA Continuing Education System assists members in maintaining their competence and achieving their professional goals.

While schools of architecture and firms share the responsibility for preparing interns for productive careers, the profession itself must continue to provide opportunities for architects to reinforce and extend their competencies. Only through such a sustained commitment to lifelong learning can architects meet the public's high expectations for quality service.

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*Throughout this document, the term "intern" refers to any individual in the process of satisfying a registration board's training requirements. This includes graduates from recognized architecture programs, architecture students who acquire acceptable training prior to graduation and other qualified individuals identified by a registration board.

I

The Intern Development Program: An Overview

IDP Objectives

Historically, most interns were trained by mentors. A daily, working relationship allowed the experienced practitioner to transfer knowledge and skills to the apprentice. However, such a sustained learning environment has become less attainable as architectural practice grows more complex. With the decline of mentorship, interns lack a structured transition between formal education and architectural registration.

A comprehensive internship program is necessary to acquire and reinforce the discipline, integrity, judgment, skills, knowledge, and quest for learning that must serve the registered architect for a lifetime. IDP has five objectives:

- define areas of architectural practice in which interns should acquire basic knowledge and skills;
- encourage additional training in the broad aspects of architectural practice;
- provide the highest quality information and advice about educational, internship, and professional issues and opportunities;
- provide a uniform system for documentation and periodic assessment of internship activity; and
- provide greater access to educational opportunities designed to enrich training.

IDP Organization

The program rules and requirements are defined and administered by NCARB. The program is monitored by the IDP Advisory Committee, which is composed of the following representatives:

The **National Council of Architectural Registration Boards (NCARB)**, as a federation of all registration boards of the United States, sets national standards for architectural registration. NCARB interprets these standards, maintains records, and acts as the central clearinghouse and contact point for all interns, architects, and registration boards in matters dealing with the registration and professional conduct of architects. NCARB is responsible for establishing, interpreting and enforcing the IDP training requirement.

The **American Institute of Architects (AIA)**, as the professional society, has primary responsibility, through its state and local components, for identifying, organizing, and educating IDP mentors. The AIA also develops supplementary education resources and the system to deliver them to interns.

The **American Institute of Architecture Students (AIAS)** collaborates with the IDP Coordinating Committee on matters related to student concerns about internship and registration. Through its publications and network of student chapters, AIAS keeps students advised on IDP and related issues.

The **Association of Collegiate Schools of Architecture (ACSA)** is the organization of architectural schools. ACSA's role in IDP is to present the program to students and educators, keep them advised on new developments, and assist educator coordinators in their activities.

The **National Associates Committee (NAC)**, representing AIA associate members, coordinates their concerns with the IDP Advisory Committee.

The **Council of Architectural Component Executives (CACE)** represents the executive staff who support IDP activities in AIA state and local components.

The **Society of Design Administration (SDA)** represents architectural office administrators who support IDP activities in firms and organizations.

The **state coordinator** is appointed by the state AIA component or the state registration board. State coordinators monitor IDP's progress and assist participants in understanding the program through group presentations and statewide communication efforts.

Educator coordinators are faculty members appointed by a school of architecture. These individuals provide faculty and students with information about internship opportunities and registration requirements.

The IDP Advisory Committee has developed and identified several resources used to facilitate IDP activities in offices, AIA components, and schools of architecture. These resources are listed in Appendix A.

Architectural Registration and IDP

Regulation of the profession of architecture, including the registration of practitioners, is a function of each jurisdiction exercising its power to protect the health, safety, and welfare of the people. Registration is an administrative process resulting in the granting of a license to practice architecture within a jurisdiction.*

All 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands have established architectural registration boards to regulate the profession. These boards constitute NCARB's membership. Each board has established a set of registration requirements that, when satisfied, results in the granting of an architectural registration.

Although registration laws vary among jurisdictions, **all boards require satisfaction of an education requirement, a training requirement and an examination requirement. These requirements are discussed below.**

NCARB publishes a document displaying each board's registration requirements (refer to Appendix A), and this is shown at www.ncarb.org/stateboards/index.html. **You must contact your board directly for more detailed information regarding your board's requirements.**

accredited programs can be found at www.naab.org. **It is important to note that all Master of Architecture programs offered within a school may not be accredited by NAAB. Consult the dean of your school to ensure you are enrolled in a NAAB-accredited degree program.**

Some registration boards requiring a professional degree in architecture from a NAAB-accredited program also accept other education assessed as equivalent (e.g., a professional degree in architecture from a foreign institution). For a guide to equivalency requirements, refer to NCARB's *Education Standard*. The *Education Standard* is available at www.ncarb.org/forms/educstand.pdf.

An EESA-NCARB Evaluation Report from the National Architectural Accrediting Board stating that you have met the NCARB education requirement is required for applicants with a degree in the field of architecture granted by an academic institution outside the U.S. and Canada (see www.naab.org >EESA).

Not all boards require a professional degree from a NAAB-accredited program (or equivalent education) to satisfy their education requirement. **You must contact that board directly for more detailed information regarding your board's requirements.**

Education Requirement

Approximately 70 percent of the boards have established as their education requirement a professional degree in architecture from a program accredited by the National Architectural Accrediting Board (NAAB) or a professional degree in architecture from a Canadian program accredited by the Canadian Architectural Certification Board (CACB). NAAB- and CACB-accredited professional degree programs include Bachelor of Architecture programs and Master of Architecture programs. These programs typically require between five and eight years of post-secondary education. **NAAB and CACB do not accredit four-year "pre-professional" degree programs in architecture (e.g., bachelor of arts in architecture, bachelor of science in architecture, bachelor of environmental design, etc.).** Most pre-professional degree programs are components of Bachelor of Architecture and Master of Architecture programs. Some schools have established Master of Architecture programs for those whose undergraduate degrees were in other disciplines. A list of NAAB-

Training Requirement

Every NCARB member board requires that interns acquire experience under a registered architect's direct supervision. Many boards also accept some experience acquired under the direct supervision of other professionals (e.g., professional engineer, interior designer, landscape architect, planner, or general contractor). The specific amount and quality of experience constitute a board's training requirement.

All boards require a minimum period of training. Most boards that require you to have a professional degree from a NAAB-accredited program (or equivalent education) require three years of training. For boards with different education requirements, the training period varies considerably, depending upon the type and extent of previous education. Contact your board for details.

A specified training period has existed since the first architectural registration laws were enacted. More recently, boards began requiring training in specific areas of architectural practice.

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*The term "licensure" is often used to denote the actual issuance and maintenance of an architectural license. Since licensure is a part of the registration process (and to avoid confusion), this document will use the terms "registration" and "registered" in lieu of "licensure" and "licensed."

Most boards have adopted the training requirement established for IDP as their training requirement for initial registration. You should compare your board's training requirement with the IDP training requirement. Any differences should be carefully noted. Where differences exist, you must first comply with your board's requirement; however, satisfaction of the IDP training requirement is required to facilitate future registration in other jurisdictions.

Examination Requirement

Every NCARB member board requires interns to pass the NCARB Architect Registration Examination® (ARE®) to satisfy its examination requirement. The ARE is administered on a year-round basis and covers:

- pre-design;
- general structures;
- lateral forces;
- mechanical and electrical systems;
- building design / materials and methods;
- construction documents and services;
- site planning;
- building planning; and
- building technology.

The content of the ARE is based on the knowledge and skills required of a recently licensed architect, practicing *independently*, to provide architectural services. The ARE evaluates an applicant's competence in the provision of architectural services to protect the public health, safety, and welfare.

For more information concerning the ARE, refer to NCARB's *ARE Guidelines,* or download them from www.ncarb.org/are/areguide.html

Registration in Other States

Uniformity of requirements among registration boards is important primarily because of the architectural profession's mobility. Architects customarily work not only in the state where they live, but also in several other states.

Once you have been granted an initial license, you may acquire licenses in other jurisdictions if you comply with those jurisdictions' education, training, and examination requirements. Since many boards have uniform requirements, agreements have been developed which allow licenses to be granted without additional qualification. One way boards facilitate this process is by recognizing architects who hold the NCARB Certificate. In most cases architects holding the NCARB Certificate are qualified to receive a license without satisfying additional education, training, or examination requirements.

NCARB grants the Certificate to qualified architects through an administrative process called certification. Qualifications for an NCARB Certificate include a current license issued by an NCARB member board and satisfaction of NCARB's education, training, and examination requirements. These requirements are described in NCARB's *Handbook for Interns and Architects*. This publication is available at www.ncarb.org/forms/handbook.pdf.

Because most boards have adopted NCARB's education, training, and examination requirements as their registration requirements, NCARB certification is often confused with registration. The two processes serve similar purposes, but with respect to practicing architecture, they are significantly different.

An NCARB Certificate does not allow you to practice architecture. As explained at the beginning of this section, you must acquire an architectural license to practice within a jurisdiction. After your initial license is granted, the NCARB Certificate facilitates registration in other states. Many boards will register out-of-state architects only if they have an NCARB Certificate. See www.ncarb.org/stateboards/index.html for more information.

IDP helps you achieve comprehensive exposure to architectural practice. To understand how IDP works, you must first become familiar with those resources designed to fulfill each of the program's objectives.

IDP Training Requirement

The IDP training requirement is the program's foundation. To satisfy this requirement, you must complete specific periods of training in four training categories: design and construction documents, construction contract administration, management, and related activities (professional and community service).

Each of the IDP training categories is subdivided into training areas. In order to satisfy the IDP training requirement, a specific period of training must be completed in each training area. You are also encouraged, but not required, to gain training in areas beyond the traditional scope of architectural practice.

In IDP, training is measured in training units. **One training unit equals eight hours of acceptable experience.** Appendix B describes the required training units for each IDP training category and area.

You earn training units for training acquired under the direct supervision of a qualified professional in one of two ways. Through participation, experience is acquired by performing a particular task. This is the best way to satisfy the program's training objective. Experience through observation occurs when you work with a professional who is performing the task.

A description of each IDP training area and recommended intern activities is found in Appendix D. Conditions governing satisfaction of the IDP training requirement can be found in Appendix C.

It is important to remember that differences may exist between the IDP training requirement and related conditions presented in this document and those established by a particular registration board. You must first comply with your board's training requirement; however, compliance with the IDP training requirement is required to facilitate future registration in other states.

Mentoring Interns

The architectural profession has a responsibility to provide interns with the best possible advice relating to day-to-day training and long-range career plans. Within IDP, two key individuals share this responsibility: the supervisor and the mentor. Refer to Section IV for detailed information on their roles and responsibilities.

IDP Record-Keeping System

You are responsible for maintaining a continuous record of training and supplementary education activities during your participation in IDP. This record has several functions. For you, it identifies areas where training is being acquired and areas where deficiencies exist; for supervisors, it is an assessment and personnel management tool; and for registration boards, it is verified evidence of compliance with the IDP training requirement.

NCARB has developed a nationally recognized record-tracking system. The NCARB system involves establishing an NCARB Record. The NCARB Record is a detailed, verified record of your education and training. Maintained at NCARB's Washington, DC's office, the NCARB Record is used to compile qualifications for examination, registration, and NCARB certification.

Most registration boards require the NCARB Record to verify your qualifications for examination and/or registration. You should contact your board regarding acceptable record-keeping procedures.

Specific steps in establishing an NCARB Record, documenting IDP training, and applying for examination are covered in Sections IV, V, and VI.

IDP Supplementary Education

Supplementary education serves two primary functions: (1) to expand upon knowledge and skills acquired through training and (2) to keep abreast of new information affecting architectural practice. **Supplementary education is not designed to substitute for required training in each IDP training area; rather, it enriches day-to-day experience.**

An IDP training enrichment resource, the Emerging Professional's Companion (EPC), replaces the AIA Supplementary Education Handbook. The EPC is a free web-based professional development resource designed to improve the quality of internship training. EPC activities challenge interns to develop the awareness, understanding, and skills needed to achieve the core competencies identified in each IDP Training Area (see Appendix D). Interns can acquire supplementary education credit through verified completion of beginner-, intermediate-, and advance-level exercises that provide exposure to key practice issues, including liability; health, safety, welfare; and ethical dilemmas.

Appendix E contains the NCARB conditions affecting supplementary education. Compare your board's conditions governing supplementary education with those presented in Appendix E. Where differences exist, you must first comply with your board's conditions.

Getting Started with IDP

What Does it Cost?

The Application Fee, effective July 1, 2007, is $285. This fee covers NCARB services for compiling your NCARB Record for the first three years and includes one transmittal of your NCARB Record to a member registration board. *Note: refer to www.ncarb.org for other fees that may be applicable.*

If you establish your NCARB Record while a student in architecture school or within six months of graduation from a NAAB-accredited program, you can pay $100 at the time of application. The balance of the application fee, plus any annual increases, is due before your NCARB Record is transmitted to a registration board for eligibility to take the ARE® or for initial registration.

IDP Eligibility Date

You should start participation in the Intern Development Program at the beginning of your first acceptable entry point. The entry point is determined by the level of education that you must achieve before experience can count toward satisfying your registration board's training requirement.

The level of education varies from state to state. Some boards accept experience after graduation from high school; however, others only accept experience acquired after receiving a professional degree in architecture from a NAAB-accredited program.

Training Units may be earned only after satisfactory completion of any one of the following:

- three years in a NAAB-accredited professional degree program;
- the third year of a four-year pre-professional degree program in architecture accepted for direct entry to a two-year NAAB-accredited professional master's degree program;
- one year in a NAAB-accredited professional master's degree program following receipt of a non-professional degree;
- 96 semester credit hours as evaluated in accordance with the *NCARB Education Standard*, of which no more than 60 hours can be in the general education category; or
- a number of years equivalent to the periods set out in clauses 1), 2), or 3) above, in a CACB-accredited professional degree program, or in a Canadian university professional degree program certified by the CACB.

Note that 32 semester credit hours or 48 quarter credit hours equal one year in an academic program.

Start an NCARB Record

To establish an NCARB Record, follow these easy steps:

1 Visit the NCARB web site (www.ncarb.org) and click on "Start Your NCARB Record Online" link.

2 Click on "New Users" and then fill out the necessary information pertaining to your personal information, education history, and work experience. If you cannot fill out the entire application in one sitting, no problem! You can save the information you have already entered and come back to it at your convenience.

3 Review the material for accuracy. Errors will delay your processing time.

4 Choose your form of payment: credit card or e-check. You will have a chance to review your payment information before it is submitted.

5 Click "submit" and check your e-mail. You will receive two e-mails. The first will let you know your payment was processed. The second e-mail will assign you an NCARB Record number and will advise you as to which college transcripts are required, and which employments must be verified.

6 Log into "My NCARB Record" and download the required transcript request forms and employment verification/IDP training unit report forms. Prepare the forms and send them to the identified schools and employers. Each form is completed and returned directly to NCARB by the school or employer.

You can monitor the progress of the compilation of your NCARB Record online in "My NCARB Record."

The time required to compile an NCARB Record varies considerably, depending on the number of verifications requested and the timely receipt of each item. Upon receipt of all requested information, NCARB will conduct a preliminary evaluation of your qualifications against the NCARB Education and Training Requirements. You will be directed to submit employment verification /IDP training unit reports until the Training Requirement has been satisfied.

Getting Started with IDP

Identify Your Daily Supervisor

The **supervisor** is the individual within the firm or organization who supervises you on a daily basis, regularly assesses the quality of your work and periodically certifies your documentation of training activity. **You and your supervisor must both work in the same office under circumstances where personal contact is routine.**
The supervisor is responsible for:
- providing reasonable opportunities for the intern to gain adequate experience in each IDP training area;
- meeting regularly with the intern to review progress and verify the intern's IDP training report;
- encouraging the intern to participate in seminars and utilize other supplementary education resources; and
- conferring, if needed, with the intern's mentor.

Supervisors are usually registered architects; however, in certain cases you may be supervised by others experienced in the tasks you are performing (e.g., engineers, landscape architects, interior designers, planners, or contractors). The impact of such circumstances on satisfying the IDP training requirement can be found in Appendix C.

For interns to receive full IDP training unit credit, architects who serve as supervisors must hold a current license in the state where they are practicing architecture and be located in the same office as you are. Supervisors are expected to have a general understanding of the IDP objectives and training requirement, in order to provide broad training opportunities. Although supervisors are not responsible for documenting your activities, they must be familiar with documentation procedures. Your IDP supervisor verifies and certifies your NCARB Employment Verification/IDP Training Unit Report forms.

Indentify Your Mentor

The **mentor** is a registered architect, preferably outside your firm, with whom you meet periodically to review your training progress and discuss your career objectives. You may have your supervisor be your mentor. The mentor is responsible for:
- meeting at least every six months with the intern to review training progress and to sign the intern's IDP training report;
- suggesting additional training and supplementary education activities;
- providing guidance to enhance the intern's professional growth; and
- conferring, if needed, with the intern's supervisor.

IDP Mentor/Intern Code of Conduct
- Both mentor and intern should discuss expectations and come to an agreement on such issues as: the length of the relationship; frequency and types of meetings and other activities; how to give each other feedback; and mentor and intern responsibilities.
- Confidentiality is an absolute requirement, for both mentor and intern, with regard to personal and professional issues.
- Mentoring is not intended to be a recruitment opportunity for the mentor, nor is it a networking opportunity for the intern.
- Mentors and interns must respect each other's available time, while effectively addressing the intern's issues and goals.
- Relationships between mentors and interns, other than professional, are discouraged.

You should choose an IDP mentor who demonstrates a long-term commitment to your professional growth. You may select a mentor by:
- asking a personal acquaintance (e.g., faculty member, previous employer);
- asking your employer or fellow interns for recommendations;
- contacting your AIA component—many AIA members volunteer to serve as mentors; or
- contacting your state or IDP educator coordinator. (See www.aia.org/idp_coordroster to find a listing of state and educator coordinators.)

For all training occurring after July 1, 2000, your IDP mentor must sign to acknowledge your IDP Training Unit Report.

Establish a Record of IDP Activity

Many firms have time-management systems which can accommodate the IDP training categories and areas. If not, you may develop your own daily record-keeping resources or use NCARB's downloadable Microsoft Excel® spreadsheet available at www.ncarb.org/idp/idpworkbook.htm.

You should establish a verified record of IDP training as early as possible. Continuous documentation:

- assures accurate verification;
- guides the supervisor in providing training opportunities;
- identifies areas where supplementary education may enhance training;
- provides prospective employers with a verified record of experience; and
- saves considerable time when applying for examination.

As noted in Section II, most registration boards require an NCARB Record to verify qualifications for examination and registration. **In addition to facilitating registration, an NCARB Record serves as an application for NCARB certification.**

An NCARB Record contains your academic transcript(s) and verification of previous and current employment, including verification of activity in the IDP training areas.

NCARB Records are confidential documents. NCARB will not make their contents available to anyone other than registration boards.

You should initiate an NCARB Record at your earliest eligibility point. Delays in verifying education and training can result in financial penalties and/or postponement of examination and registration.

You are the prime beneficiary of IDP. To gain the greatest benefit from participation, you should pursue it as a cooperative arrangement with your employer. You must recognize that employers cannot charge IDP training costs to clients; therefore, a commitment of time apart from normal working hours is often necessary to ensure that project schedules are maintained while training is being acquired.

Although firms are responsible for providing training opportunities, you are responsible for documenting your training, scheduling meetings with your supervisor and mentor, and using supplementary education resources. These activities typically involve at least two hours (beyond normal working hours) each month.

The periodic documentation of training is a fundamental program activity. Most architectural firms use time sheets for recording time spent in various project phases. The time sheets may be easily adapted to encompass the IDP training areas. Many interns use computer spreadsheets to display weekly and monthly activity. NCARB provides a Microsoft Excel® spreadsheet which may be downloaded from www.ncarb.org/IDP/idpworkbook.htm.

You should prepare employment verification/IDP training reports every six months at a minimum until all training requirements are satisfied.

Each time you submit a new IDP training report, NCARB will update your IDP Periodic Assessment Report, which is a detailed summary of your training progress. (A sample is shown at right). The IDP Periodic Assessment Report is a tool that can help you determine where additional training is needed. You can view your IDP progress online at www.ncarb.org/ Recordsvc/Logon.asp.

To maintain IDP participation, you must meet periodically with your supervisor and mentor to review the quality of your work, verify employment and IDP training reports, identify weak training areas, plan for future involvement, and refine career objectives.

Changing Employment

During the course of IDP participation, personal circumstances or external factors can result in new employment opportunities. If you change employers, the following procedures apply:

- record all activity occurring prior to leaving your current employer on an employment verification form and an IDP training unit report form—your report for training units earned at your current employer must be signed by that supervisor;
- indicate employment separation in the diary section of your report form;
- identify a new supervisor;
- select a new mentor if your ability to maintain adequate contact with your original mentor is impaired;
- record your next reporting period at your new employer (after minimum duration—see Appendix C) on a new IDP training unit report form—this report must be signed by your new supervisor.

IDP PERIODIC ASSESSMENT REPORT

Name: NCARB No.:   9
Last Reporting Period: 9/ 1/2001   to 12/31/2001

Training Categories & Areas	TU's Earned This Period		TU's Earned to Date		Min. TU's Required	Add'l. TU's Required
A. DESIGN & CONSTRUCTION DOCUMENTS	Sup. Ed.	Experience	Sup. Ed.	Experience	Experience	Experience
1. Programming	0.00	4.13	0.00	7.13	10	2.87
2. Site & Environmental Analysis	0.00	0.00	0.00	2.00	10	8.00
3. Schematic Design	0.00	0.00	0.00	1.00	15	14.00
4. Engineering Systems Coordination	0.00	0.25	0.00	5.75	15	9.25
5. Building Cost Analysis	0.00	0.00	0.00	1.13	10	8.87
6. Code Research	0.00	0.00	0.00	3.30	15	11.70
7. Design Development	0.00	4.75	0.00	9.50	40	30.50
8. Construction Documents	0.00	41.00	0.00	61.00	135	74.00
9. Specifications & Materials Research	0.00	5.88	0.00	8.88	15	6.12
10. Document Checking & Coordination	0.00	0.00	0.00	0.00	10	10.00
TOTAL CATEGORY A	**56.01**		**99.69**		***350**	**250.31**

*This total includes the 275 minimum TU's required, plus 75 additional TU's that must be earned in any of the training areas 1-10.

B. CONSTRUCTION ADMINISTRATION	Sup. Ed.	Experience	Sup. Ed.	Experience	Experience	Experience
11. Bidding & Contract Negotiation	0.00	0.00	0.00	2.00	10	8.00
12. Construction Phase - Office	0.00	4.63	0.00	15.63	15	0.00
13. Construction Phase - Observation	0.00	0.00	0.00	4.00	15	11.00
TOTAL CATEGORY B	**4.63**		**21.63**		***70**	**48.37**

*This total includes the 40 minimum TU's required, plus 30 additional TU's that must be earned in any of the training areas 11-13.

C. MANAGEMENT	Sup. Ed.	Experience	Sup. Ed.	Experience	Experience	Experience
14. Project Management	0.00	0.13	0.00	8.13	15	6.87
15. Office Management	0.00	8.63	0.00	8.63	10	1.37
TOTAL CATEGORY C	**8.76**		**16.76**		***35**	**18.24**

*This total includes the 25 minimum TU's required, plus 10 additional TU's that must be earned in any of the training areas 14-15.

D. RELATED ACTIVITIES	Sup. Ed.	Experience	Sup. Ed.	Experience	Experience	Experience
16. Prof. and Community Service	0.00	1.88	0.00	2.01	10	7.99
17. Field Measurements	0.00	2.75	0.00	2.75	0	0.00
TOTAL CATEGORY D	**4.63**		**4.76**		**10**	**7.99**

TOTAL	**74.03**		**142.84**		***700**	

*This total includes the 465 minimum TU's required in training categories A, B, C and D. The additional 235 TU's must be earned in any of the listed categories.
For detailed descriptions of the IDP training categories and recognized supplementary education activities, see IDP Guidelines.

Applying for Examination

Architectural registration is an administrative process resulting in the granting of a license to practice architecture within a jurisdiction. Each registration board establishes its own application procedures for examination.

The Architect Registration Examination® (ARE®) is offered year-round at a network of computer-based test centers. When applying for admission to the ARE, please follow these important steps.

Contact Your Registration Board

A number of boards allow interns to take the registration examination upon satisfaction of their education requirement (e.g., earning a professional degree from a NAAB-accredited program) and the establishment of an NCARB record; however, some boards require satisfaction of education and training requirements before examination.

You should contact your board to understand their specific requirements. The address and phone number of each registration board is available at www.ncarb.org/stateboards. You must carefully review your board's education and training requirement and conditions (and related application procedures) such as:

- Is an NCARB Record required? Will an NCARB Record be accepted in lieu of your board's verification documents?
- What is your board's education and training requirements prior to the examination? After the examination?
- What is your board's required training period. Can this period be reduced if you satisfy the IDP training requirement in less time?
- How many years in "the office of a registered architect" are required?
- Are references required?
- Who can be used as a reference?

You must strictly adhere to all application procedures. Failure to comply with the procedures in a timely manner can result in postponement of examination and registration.

Request Transmittal of Your NCARB Record

When you have satisfied your registration boards's eligibility requirments and have paid the balance of your NCARB Record fee, NCARB will request written authorization to transmit your Record. This authorization may be submitted directly from NCARB's web site at My NCARB Record. **Transmittal authorization cannot be submitted until requested by NCARB.**

NCARB will review your Record and request (if necessary) additional employment or education information. Upon receipt of all information and the appropriate fee, NCARB will send your Record to your board. The board will review your Record and make the final decision on admission.

If you wish to have additional information transmitted to the same jurisdiction (after the initial transmittal), NCARB will do so upon your written authorization. If you require a second complete transmittal to another state, we will charge the regular transmittal fee.

If you are applying for admission to the Architect Registration Examination in a jurisdiction which participates in the NCARB Direct Registration Program* *and* you have satisfied the NCARB Education and Training Requirements (e.g., you have a professional degree from a NAAB-accredited program and you have completed the IDP training requirements), your NCARB Record will not be transmitted until *after* you have completed the examination process. Upon receipt of a transmittal request, you will receive an Authorization to Test directly from Prometric, the company that administers the Architect Registration Examination.

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* Direct Registration jurisdictions include Arizona, Colorado, Connecticut, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Missouri, Nevada, South Dakota, Utah, and West Virginia.

VII
Information for Foreign Applicants

There is no reciprocal registration between foreign countries and the U.S. (with the exception of Canada). You cannot practice architecture in a U.S. state or territory without acquiring a license to practice in that jurisdiction. Each of the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands has an architectural registration board which regulates the profession in their jurisdiction.

To become a registered architect in a U.S. jurisdiction, you must first comply with that jurisdiction's education, training, and examination requirements. Not all jurisdictions have adopted NCARB's education and training standards. **All questions regarding your eligibility must be directed to your jurisdiction's registration board.** For the contact information for each board, see www.ncarb.org/stateboards/index.html.

Education

Many registration boards require applicants to have a professional degree from a program accredited by the National Architectural Accrediting Board (NAAB). Foreign-educated individuals, who do not hold such a degree, may be directed to have all of their post-secondary education evaluated by NAAB. EESA applications are available at www.eesa-naab.org/home.aspx.

Questions about the application, required documents, and fees should be directed to NAAB:

EESA
National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW, 3rd Floor
Washington, DC 20006
202/638-3372
www.eesa-naab.org/home.aspx

Fees for this service are paid directly to NAAB, which is a private organization not affiliated with NCARB or any architectural registration board.

Training

Most NCARB member boards require completion of the Intern Development Program (IDP) training requirement. In the IDP, training is measured in eight-hour training units. To satisfy the IDP training requirement you must earn a total of at least 700 training units, with prescribed subtotals in various training areas. Refer to Appendices B and C.

To begin documentation for the IDP, submit an application for an NCARB Record online at www.ncarb.org.

Examination

Every NCARB member board requires interns to pass NCARB's Architect Registration Examination (ARE). Those who practice architecture outside of the U.S. or Canada must also pass the ARE to qualify for registration in the U.S. For further information, see www.ncarb.org/reciprocity/foreign.htm.

If you have any questions, please contact NCARB at *customerservice@ncarb.org* or by calling 202/783-6500.

IDP Resources

NCARB Resources

The following program resources are available free of charge from:
National Council of Architectural Registration Boards
1801 K Street, NW
Washington, DC 20006
Contact NCARB Customer Service: 202/879-0520
or e-mail: customerservice@ncarb.org

NCARB Member Boards and Member Board Requirements
go to:
www.ncarb.org/stateboards/index.html

IDP Guidelines
go to:
http://ncarb.org/publications/freepubs.html

IDP Training Unit Workbook
go to:
www.ncarb.org/idp/idpworkbook.html

Foreign Applicants
go to:
www.ncarb.org/reciprocity/foreign.html

NCARB Education Standard
go to:
www.ncarb.org/forms/educstand.pdf

Architect Registration Examination® (ARE®) Guidelines
go to:
www.ncarb.org/are/areguide.html

Handbook for Interns and Architects
go to:
www.ncarb.org/forms/handbook.pdf

Online Application for an NCARB Record and all NCARB Forms
go to:
www.ncarb.org

NCARB *News Clips*
go to:
www.ncarb.org/newsclips/index.html

NCARB's *Direct Connection* Newsletter
call NCARB at:
202/879-0533

AIA Resources

The following program resources are available free of charge (unless otherwise noted) from:
The American Institute of Architects
1735 New York Avenue, NW
Washington, DC 20006
800/242-3837

AIA State Components
go to:
www.aia.org/components_map

IDP State and Educator Coordinators
go to:
www.aia.org/idp_coordroster

ARE Support
go to:
www.aia.org/are

Mentoring Knowledge Spot
Including the new 2007 Mentoring Essentials Workbook go to:
www.aia.org/mentoring

IDP Support
For information on IDP Outstanding Firm Award, Intern Programs That Work For Firms, Intern Salary Statistics, IDP FAQ and more
go to:
www.aia.org/idp

Emerging Professional's Companion (EPC)
go to:
www.epcompanion.org/

Architect's Handbook of Professional Practice, The Construction Specifications Institute Project Resource Manual, Building Community by the Carnegie Foundation for the Advancement of Teaching,* and *The International Building Code
to purchase call:
AIA Bookstore
800/242-3837, option 4

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IDP Resources

NAAB Resources

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW, 3rd Floor
Washington, DC 20006
202/783-2007 or e-mail info@naab.org

NAAB-accredited Professional Degree Programs in Architecture
go to:
www.naab.org/usr_doc/Accredited_Progs_27.pdf

Education Evaluation Services for Architects (EESA) for foreign-educated applicants
202/638-3372
go to:
www.eesa-naab.org/home.aspx

Additional Resources

IDP Training Requirement

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. The following chart lists the IDP training categories and areas and the required training units for each.

Category A: Design and Construction Documents	Minimum Training Units Required
1. Programming	10
2. Site and Environmental Analysis	10
3. Schematic Design	15
4. Engineering Systems Coordination	15
5. Building Cost Analysis	10
6. Code Research	15
7. Design Development	40
8. Construction Documents	135
9. Specifications and Materials Research	15
10. Document Checking and Coordination	10

Total Training Units Required **350***

*This total includes the 275 minimum training units required, plus 75 additional training units that must be earned in any of the training areas 1-10.

Category B: Construction Contract Administration	
11. Bidding and Contract Negotiation	10
12. Construction Phase—Office	15
13. Construction Phase—Observation	15

Total Training Units Required **70***

*This total includes the 40 minimum training units required, plus 30 additional training units that must be earned in any of the training areas 11-13.

Category C: Management	
14. Project Management	15
15. Office Management	10

Total Training Units Required **35***

*This total includes the 25 minimum training units required, plus 10 additional training units that must be earned in either training area 14 or 15.

Category D: Related Activities	
16. Professional and Community Service	10
Other Related Activities	0

Total Training Units Required **10**

TOTAL IDP TRAINING UNITS REQUIRED **700***

*The required minimum in Categories A, B, C, and D totals 465 training units. The additional 235 training units may be acquired in any of the listed categories.

C

Training Settings:
Maximum Training Units Allowed
& Conditions Affecting IDP Training

You earn training units when you are employed in training settings recognized by your state registration board. The following table sets forth those training settings recognized by NCARB, the maximum number of training units that can be acquired in each setting and the related IDP training conditions.

You should compare your board's training conditions with the NCARB conditions. Where differences exist, you must first comply with your board's conditions.

	TRAINING SETTING	MAXIMUM TRAINING UNITS ALLOWED
A	Training under the direct supervision[1] of a registered architect[2], and when the organization's practice (a) is in the charge of a person practicing as a principal[3] and (b) encompasses the comprehensive practice of architecture, including each of the training areas in Appendix B.	No limit[4]
B	Training under the direct supervision[1] of a registered architect[2], but when the organization's practice does not encompass the comprehensive practice of architecture, including each of the training areas in Appendix B.	465 training units[4]
C	Training in a firm engaged in the practice of architecture outside the United States or Canada, under the direct supervision[1] of a person practicing architecture, who is registered neither in the U.S. nor a Canadian jurisdiction.	235 training units
D	Experience directly related to architecture under the direct supervision[1] of a registered engineer (practicing as a structural, civil, mechanical, or electrical engineer in the field of building construction) or a registered landscape architect.	235 training units Training Categories B, C, and D[5]
E	Experience (other than that noted above) in activities involving the design and construction of the built environment (such as analysis of existing buildings, planning, programming, design of interior space, review of technical submissions, engaging in building construction activities, and the like) when under the direct supervision[1] of a person experienced in the activity.	117 training units in Training Categories C and D[5]
F	Full-time teaching or research in a NAAB-accredited or CACB-accredited professional degree program.	245 training units in Training Category D
FF	Performing professional and community service when not in settings described in A through F.	10 training units in Training Area 16

Training Settings:
Maximum Training Units Allowed
& Conditions Affecting IDP Training

NCARB conditions referred to by the footnotes in the table are as follows:

[1]"Direct supervision" means that degree of supervision by a person overseeing the work of another, where both work in the same office in circumstances where personal contact is routine, whereby the supervisor has both control over and detailed professional knowledge of the work prepared under his or her supervision.

To earn training units in settings A through E, if you were not an employee of the organization in which you received your training, you must submit evidence that you were nonetheless working under the direct supervision of the person overseeing your work. NCARB conditions do not recognize work performed by "independent contractors" as defined by the U.S. Department of Labor.

[2]A "registered architect" is a person registered to practice architecture in the jurisdiction in which they practice.

[3]A person practices as a "principal" by being (a) a registered architect as defined above and (b) the person in charge of the organization's architectural practice, either alone or with other registered architects.

[4]You must earn at least 235 training units in Training Setting A.

[5]To satisfy Training Category A of the IDP training requirement, training units (including those earned from supplementary education) must be acquired when employed in Training Settings A, B, and C.

Other NCARB conditions affecting IDP training are as follows:

- To earn training units in Training Settings A, B, C, D, and E, you must work at least 35 hours per week for a minimum period of eight consecutive weeks, or at least 20 hours per week for a minimum period of six consecutive months.

- To earn training units in Training Setting F, you must be employed on a full-time basis.

- No experience used to obtain core or elective academic credit required for graduation in a NAAB- or CACB-accredited degree program may be used to earn training units.

- No training units may be earned for foreign training other than under the direct supervision of a person practicing architecture; however, a person with five years of foreign practice as a principal in the office of a registered architect shall be deemed to have satisfied the training requirement.

- Experience in training settings other than those outlined above may be accepted only insofar as NCARB considers it to be equivalent to experience earned in one or more of the recognized settings.

- In the evaluation of training, NCARB may require additional substantiation of the quality and character of your experience, notwithstanding the fact that the experience satisfies the above conditions.

For conditions affecting supplementary education, refer to Appendix E.

IDP Training Area Descriptions & Recommended Core Competencies

The activities in this appendix enable you to acquire the knowledge, understanding, and skills that form core competencies related to architectural practice. You should use the activities as a tool to enhance the quality of your training.

Two types of activities—**Awareness and Understanding** and **Skills and Application**—are identified for each of the 16 IDP training areas. Awareness and Understanding Activities encompass the technical information, concepts, and principles you can articulate both orally and in writing. They refer to three important reference documents: *Emerging Professional's Companion* (EPC) (see Chapter III), *The Architect's Handbook of Professional Practice* (AHPP), 13th edition, and *The Construction Specifications Institute Project Resource Manual–CSI Manual of Practice, 5th Edition* (CSI PRM) (ISBN 0-07-137004-8). The PRM is the authoritative resource for the organization, preparation, use, and interpretation of construction documents, encompassing the entire life cycle of a facility from conception through facility management. Skills and Application Activities involve performance-based tasks that form each core competency.

You may use the information in this appendix in a variety of ways: as a checklist, a set of goals, or a map to identify how far along you are in the process. Given the wide diversity among interns' architectural educations and training settings, achievement of core competencies is not precisely correlated with the minimum training units required in each area. Some interns may achieve their objectives in the minimum required time, while others may require significantly more experience.

At the beginning of your internship, you should familiarize yourself with the training areas and activities. Analyze your current knowledge and practical skills and consider how you can acquire the core competencies most efficiently. Keep the *IDP Guidelines* with you at work so you can chart your progress. **Remember that specific office tasks will often result in competencies in more than one IDP training area. Take care to accurately prorate time among the various areas. Consult with your IDP supervisor regarding the appropriate distribution of time.** As your internship progresses, periodically discuss the activities and your particular training objectives with your supervisor, mentor, and other interns. Because the activities provide a common benchmark, sharing your progress with others can be mutually beneficial.

1. Programming

Definition

Programming is the process of discovering the owner/client's requirements and desires for a project and setting them down in written, numerical, and graphic form. For a project to be successful, all participants, including the owner/client, must understand and agree on the program at the outset.

Core Competencies

At the completion of your internship, you should be able to:

- use information gathering and data collection techniques to organize and evaluate programming data
- establish the scope, design objectives, limitations, and criteria that reflect the owner/client's requirements and needs for a project
- set forth the program requirements in written, numerical, and graphic form
- research and assess information from postoccupancy evaluations of similar building types
- assess a project's feasibility

Awareness and Understanding Activities

Review the information, concepts, and principles contained in EPC Chapter 1; in AHPP topics 1.2, 2.3, 5.1, and 17.1; and in CSI PRM Module 1, Chapters 2.1, 2.2, 2.5 and 2.6.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Identify the qualitative and quantitative requirements for the project, and develop questions and a checklist for an owner/user survey.

_____ Investigate and document the work process for a particular user.

_____ Prepare functional relationship/adjacency diagrams.

_____ Calculate net and gross area requirements.

_____ Relate the budget and schedule to the program.

_____ Determine owner/client needs for phasing the project and for future growth and development.

_____ Analyze owner-supplied data and document programmatic implications.

Minimum training units required: 10

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2. Site & Environmental Analysis

Definition
Site and environmental analysis involves research and evaluation of a project's context and may include environmental evaluation, land planning or design, and urban planning.

Core Competencies
At the completion of your internship, you should be able to:
- provide a coherent, logical, well-designed site plan for a specific program
- demonstrate the ability to integrate elements that influence the site's design
- justify the site plan design based on your research

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 2; in AHPP topics 15.3, 15.5, and 17.3; and in CSI PRM Module 2, Chapters 2.3 and 2.5.

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Skills and Application Activities:

Activity Achieved?
Document and evaluate the following issues for a specific project:

_____ Building location options on the site.

_____ Regulatory restrictions (e.g., parking, zoning, building codes, ADA) for the site.

_____ Natural conditions (e.g., topography, vegetation, climate considerations, orientation) on the site.

_____ Constructed conditions (e.g., infrastructure, building foundation).

_____ Access to utilities.

_____ Environmental hazards.

_____ Input from consultants (e.g., landscape architect, geotechnical engineer).

_____ Input from groups with community interest (e.g., community organizations, historic preservation organizations).

_____ Information from public agencies with jurisdictional authority (e.g., zoning, planning, building, fire).

_____ Feasibility of alternate sites.

Minimum training units required: 10

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

3. Schematic Design

Definition
Schematic design is the development of graphic and written conceptual design solutions to the program for the owner/client's approval.

Core Competencies
At the completion of your internship, you should be able to:
- develop alternative solutions to a specific program
- document and present your solutions to an owner/client for selection and approval

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 3; in AHPP topic 18.3; and in CSI PRM Module 4, Chapters 4.1, 4.2, 4.3, 4.8.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Develop alternative conceptual design proposals that address the program.

_____ Evaluate engineering systems appropriate to the project.

_____ Prepare volume and area calculations and evaluate the cost of alternative design proposals.

_____ Prepare a presentation package, including drawings and models, to show the owner/client.

_____ Prepare a verbal and graphic presentation to communicate the intent of the designs to the owner/client.

_____ Review the selected schematic design with the owner/client and revise the design based on the owner/client's feedback.

_____ Coordinate consultants' activities relative to the schematic design.

_____ Incorporate relevant code requirements into the schematic design.

Minimum training units required: 15

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4. Engineering Systems Coordination

Definition
Engineering systems coordination involves selecting and specifying structural, mechanical, electrical, and other systems, and integrating them into the building design. These systems are normally designed by consultants in accordance with the client's needs.

Core Competencies
At the end of your internship, you should be able to:
- work with consultants to incorporate engineering systems into building designs and resolve any building system conflicts
- coordinate inclusion of engineering systems design in all project documents

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 4; in AHPP topics 18.5 and 18.6; and CSI PRM Module 4, Chapters 4.3 and 4.4.

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Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Research and assist in the selection of appropriate engineering systems.

_____ Assess sustainability issues.

_____ Evaluate the types of consultants required.

_____ Coordinate and verify the availability of adequate utilities.

_____ Evaluate engineering proposals and fee structures.

_____ Coordinate project information with consultants.

_____ Coordinate engineering system documents.

_____ Evaluate space requirements and costs for engineered systems.

Minimum training units required: 15

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

5. Building Cost Analysis

Definition
Building cost analysis involves estimating the probable construction cost of a project.

Core Competencies
At the completion of your internship, you should be able to:
- analyze and evaluate site and building construction costs
- prepare a building cost analysis that meets the program's requirements and provides alternatives for the owner/client

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 5; in AHPP topic 14.4; and in CSI PRM Module 4, Chapters 4.7 and 4.8.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Prepare preliminary cost analysis using:
- unit cost/building type basis (cost/square foot),
- unit cost basis (material labor), and
- standard references such as RSMeans Contruction Cost Estimating Guides and Cost Data.

_____ Investigate and prepare quantity calculations for selected materials.

_____ Evaluate life-cycle cost information in relation to specifications.

_____ Research value analysis opportunities.

_____ Evaluate and document scope/quantity/cost in comparison to materials selection and the preparation of specifications.

_____ Factor the current inflation rate and other economic variables into the cost estimates.

_____ Understand non-construction project costs, including land acquisition, design, government approvals, project financing, and marketing, and how they impact building cost.

Minimum training units required: 10

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6. Code Research

Definition

Code research involves evaluating a specific project in the context of relevant local, state, and federal regulations that protect public health, safety, and welfare.

Core Competencies

At the completion of your internship, you should be able to:

- provide the owner/client with an analysis of how a project will respond to local, state, and federal regulations and other relevant code issues
- develop a code compliance plan

Awareness and Understanding Activities

Review the information, concepts, and principles contained in EPC Chapter 6; in AHPP topics 15.4 and 18.4; the International Building Code; and in CSI PRM Module 4, Chapter 4.3.

Familiarize yourself with the information contained in the applicable codes in the jurisdiction in which the project is located; the Americans with Disabilities Accessibility Guidelines; and any other applicable regulatory manuals.

Skills and Application Activities:

Activity Achieved?

Complete the following activities for a new facility and for an existing facility:

_____ Evaluate design alternatives based on code requirements.

_____ Research all applicable codes.

_____ Develop a life-safety analysis.

_____ Participate in preliminary meetings with code officials and make design adjustments to reflect compliance with relevant codes.

_____ Develop a list of required agency approvals during final project reviews.

Minimum training units required: 15

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You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

7. Design Development

Definition

In design development, a project's schematic design is refined, including designing details and selecting materials. This step occurs after the owner/client has approved the schematic design.

Core Competencies

At the completion of your internship, you should be able to:

- provide drawings and documents for the owner/ client that detail the project's scope, quality, and cost
- select and develop details for specific materials, components, and systems to be incorporated into the design

Awareness and Understanding Activities

Review the information, concepts, and principles contained in EPC Chapter 7; in AHPP topic 18.3; and in CSI PRM Module 4, Chapters 4.1, 4.2, 4.3, 4.5, 4.7, and 4.9.

Skills and Application Activities:

Activity Achieved?

Complete the following activities for a specific project:

_____ Prepare design development documents from the approved schematic design, incorporating appropriate levels of detail in drawings and outline specifications. Be sure to coordinate and cross-reference documents.

_____ Participate in discussions with the owner/client regarding project scope, quality, and cost.

_____ Document decisions reached during owner/client meetings and evaluate their impact on the design program.

_____ Review the design development documents for conflicts between building systems. If any are identified, coordinate the work of consultants to resolve them.

_____ Review the design development documents to ensure they conform to previously established requirements and meet applicable codes.

Minimum training units required: 40

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8. Construction Documents

Definition
Construction documents are the written and graphic instructions used for construction of the project. These documents must be accurate, consistent, complete, and understandable.

Core Competencies
At the completion of your internship, you should be able to:
- prepare an accurate, consistent, and complete set of architectural construction documents for a project
- explain construction documents to a client
- check and coordinate the integration of structural, mechanical, electrical, and plumbing systems with the building and site
- based on the specifications, prepare a production sequence flow chart to illustrate the relationship between construction documents and the construction process
- when applicable, prepare phasing documents to illustrate the construction sequence

Understanding and Awareness Activities
Review the information, concepts, and principles contained in EPC Chapter 8; in AHPP topics 13.4 and 18.5; and in CSI PRM Module 5.

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Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Create mock-ups of project drawing sets.

_____ Prepare a schedule for preparation of construction documents that includes milestone markers and reviews as appropriate.

_____ Prepare plan, elevation, and section drawings that clearly convey the design development documents. Coordinate and cross-reference the documents, including the work of consultants.

_____ Document decisions reached at relevant project team meetings, and evaluate their impact on the development and production of the construction documents.

_____ Review the program to check for discrepancies between the design development and construction documents.

_____ Help the owner/client obtain required approvals and permits.

_____ Using the owner/client's operational requirments, develop a construction phasing plan.

Minimum training units required: 135

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

9. Specifications & Materials Research

Definition

Specifications and materials research leads to analysis and selection of building materials and systems for a project. The materials specified for a particular project communicate the requirements and quality expected during construction. Specifications are included in a project manual that is used during bidding and construction.

Core Competencies

At the completion of your internship, you should be able to:

- prepare specifications in accordance with CSI standards by translating the construction requirements into a specifications format
- research and select appropriate building materials based on performance criteria and program requirements

Awareness and Understanding Activities

Review the information, concepts, and principles contained in EPC Chapter 9; in AHPP topics 13.4 and 18.6; and in CSI PRM Module 4, Chapters 4.4, 4.5, 4.6, 4.10, and Module 5. Familiarize yourself with the information contained in the Sweets Catalogs.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Investigate product literature or question manufacturers' representatives to acquire information about materials for use in preparing specifications.

_____ Prepare specifications for a project.

Minimum training units required: 15

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10. Document Checking & Coordination

Definition
Document checking and coordination is the means by which quality assurance is established and maintained throughout a project's development.

Core Competencies
At the completion of your internship, you should be able to:
- verify that information produced by the various disciplines involved in the design/construction process is coordinated throughout the project documents
- apply standard document-checking procedures for a project, and revise and correct construction documents, as required

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 10; in AHPP topic 13.4; and in CSI PRM Module 4, Chapters 4.8, 4.9, and Module 5, Chapters 5.1 and 5.11.

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Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Develop a list of all drawings and other documents required for the project, including brief descriptions of their contents.

_____ Assist in cross-checking products and materials called for in the specifications for consistency with corresponding terminology and descriptions in the construction documents.

_____ Coordinate all project drawings for accuracy of dimensions, notes, and abbreviations.

_____ Assist in developing a schedule of lead times required for proper coordination with other disciplines.

_____ Cross-check all consultants' drawings with architectural drawings for possible conflicts and interference of plumbing lines, ductwork, electrical fixtures, etc.

_____ Assist in final documents review for compliance with applicable codes, regulations, etc.

_____ Make revisions and corrections to project documents based on the results of project document checks.

Minimum training units required: 10

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

11. Bidding & Contract Negotiation

Definition
Bidding and contract negotiation involves the establishment and administration of the bidding process, issuance of addenda, evaluation of proposed substitutions, review of bidder qualifications, analysis of bids, and selection of the contractor(s).

Core Competencies
At the completion of your internship, you should be able to:
- understand the difference between the bidding and contract negotiation processes
- follow appropriate procedures during the bidding process
- complete bidding and contract forms

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 11; in AHPP topics 11.1 through 11.3 and 18.8; and in CSI PRM Module 3, Module 5, Chapters 5.2, 5.12, and Module 6.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Prepare bidding documents and maintain the distribution register.

_____ Research and prepare an addendum to the bidding documents and write a notice announcing the change.

_____ Attend a bid opening and observe the bidding process.

_____ Assess requests for substitutions.

_____ Develop and illustrate a comparative analysis of bids.

_____ Compare bids with final project estimate.

Minimum training units required: 10

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12. Construction Phase–Office

Definition
Construction contract administration tasks carried out in the architect's office include facilitating project communication, maintaining project records, reviewing and certifying amounts due contractors, and preparing change orders (also see Training Area 13, Construction Phase-Observation).

Core Competencies
At the completion of your internship, you should be able to:

■ understand the relationship between construction documents and the construction contract administration process

■ organize and manage contract administration tasks during the construction phase

■ follow appropriate administrative procedures during the construction phase

■ facilitate communication among all participants in the construction process, including the owner/client

Awareness and Understanding Activities
Review the information, concepts, and procedures contained in EPC Chapter 12; in AHPP topics 14.2 through 14.4 and 18.9; and in CSI PRM Module 7.

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Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Obtain information and submittals required for the notice to proceed.

_____ Manage, review, and coordinate the shop drawings, samples, and other items submitted by the contractor.

_____ Attend a preconstruction conference.

_____ Process change orders, requests for information (RFIs), and requests for clarification.

_____ Document conflicts that occur during the construction process, and propose at least two alternative resolutions to each conflict.

_____ Review and approve applications for payment.

_____ Participate in verifying the punch list submitted by the contractor.

_____ Prepare a certificate of substantial completion.

Minimum training units required: 15

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

13. Construction Phase–Observation

Definition
Construction contract administration tasks carried out in the field include observing construction for confor- mance with drawings and specifications and reviewing and certifying amounts due to contractors (also see Training Area 12, Construction Phase-Office).

Core Competencies
At the completion of your internship, you should be able to:
- understand the relationship between construction documents and the construction contract administration process
- manage field observation and documentation tasks
- evaluate completed construction for compliance with the construction documents and specifications

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 13; in AHPP topics 14.2 and 18.9; and in CSI PRM Module 7, Chapters 7.1, 7.2, 7.4, 7.6, 7.7, 7.8, and 7.12.

Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Take minutes at a regular job site meeting.

_____ Review progress of work and attend meetings when appropriate to assess quality and performance.

_____ Document unforeseen conditions that arise during construction, and develop several alternative solutions to resolve these problems.

_____ Verify completion of work itemized in monthly applications for payment.

_____ Verify the completion of punch list tasks.

Minimum training units required: 15

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14. Project Management

Definition
Project management includes planning, organizing, and staffing; budgeting and scheduling; leading and managing the project team; documenting key project information; and monitoring quality assurance.

Core Competencies
At the completion of your internship, you should be able to:

- coordinate communication among all parties involved in a given project
- manage contracts, personnel, schedule, and budget throughout all phases of a small project
- administer agreements with the owner/client and consultants
- maintain project quality during design and construction

Awareness and Understanding Activities
Review the information, concepts, and principles contained in EPC Chapter 14; in AHPP Chapter 14; and in CSI PRM Module 1, Chapters 1.1-1.5, Module 2, Chapter 2.6, and Module 7, Chapters 7.7, 7.8, 7.10, 7.11, 7.12, and 7.13.

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Skills and Application Activities:

Activity Achieved?
Complete the following activities for a specific project:

_____ Assess time requirements for all project tasks.

_____ Develop a project work plan that identifies tasks, responsibilities, personnel requirements, schedule, and budget.

_____ Manage consultants and review all contracts and billing approvals.

_____ Evaluate project work progress.

_____ Manage project reviews and coordination through participation in meetings.

_____ Prepare a schedule of client billings, and establish initial client invoices according to project contracts.

_____ Participate in and document the project closeout process.

_____ Help resolve any disputes that arise.

Minimum training units required: 15

You must acquire 700 training units to satisfy the IDP training requirement. One training unit equals eight hours of acceptable activity in a given training area. Appendix B lists the IDP training categories and areas and the required training units for each.

15. Office Management

Definition

Office management involves allocation and adminis- tration of office resources to support the goals of the firm.

Core Competencies

At the completion of your internship, you should be able to:

■ identify and articulate the activities required to maintain a successful and healthy office environ- ment in an architecture firm

Awareness and Understanding Activities

Review the information, concepts, and principles contained in EPC Chapter 15; and in AHPP Chapters 6, 8 through 10, and 12, and topics 7.4, 13.1 through 13.3, 14.1, and 15.1-15.2.

Skills and Application Activities:

Activity Achieved?

_____ Review economic trends, forecasts, and indicators in relation to the firm's markets.

_____ Study the firm's statement of principles, strategic plan, and organization.

_____ Participate in selected marketing activities.

_____ Assist in interviewing potential project team members including consultants.

_____ Help develop opportunities for professional collaboration, team building, consensus building, and conflict resolution.

_____ Prepare interview questions for prospective employees, and participate in the interview process.

_____ Understand the difference between compensation, overhead, and direct personnel expense.

Minimum training units required: 10

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16. Professional & Community Service

Definition

Interns will find that voluntary participation in professional and community activities enhances their professional development. Such activities will increase your understanding of the people and forces that shape society, as well as augment your professional knowledge and skills. **Community service does not have to be limited to architecturally related activities for you to receive these benefits.**

Core Competencies

At the completion of your internship, you should be prepared to :

■ contribute your talents responsibly in a traditional or nontraditional community-based organization with the goal of helping to improve the quality of life in the community

Awareness and Understanding Activities

Understand the information, concepts, and principles contained in the chapter titled "Goal Seven/Service to the Nation" in *Building Community*, published by the Carnegie Foundation for the Advancement of Teaching (1996).

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Skills and Application Activities:

Activity Achieved?

_____ Participate in a professional association by serving on committees and engaging in related service activities. **Training units cannot be earned only by attending seminars, meetings, or conferences.**

_____ Provide career counseling or mentorship for high school and college students.

_____ Conduct educational programs about the profession in elementary and secondary schools.

_____ Participate in civic organizations, neighborhood groups, museum programs, and other activities that address such issues as homelessness, natural disasters, historic preservation, resource conservation, and environmental awareness.

_____ Participate as a member or advisor to a local zoning board, planning committee, fine arts review board, or similar community-based organization.

Minimum training units required: 10

Other Related Activities

The Intern Development Program is not intended to be narrow or restrictive; rather, IDP brings the broad aspects of architectural practice into proper perspective. In addition, new services that do not fall into more traditional practice settings are opening to architects. Other related activities allow you to gain expertise in these areas, while developing basic practice skills. Activities in the following areas would be appropriate: energy conservation, computer applications, planning, interior design, landscape architecture, environmental and structural engineering, applied research, teaching, historic restoration, and professional delineation.

Supplementary Education Conditions

Supplementary education serves two primary functions: (1) to expand upon knowledge and skills acquired through training and (2) to keep abreast of new information affecting architectural practice. **Supplementary education is not designed to substitute for required training in each IDP training area; rather, it enriches day-to-day experience.**

You may earn training units through the following NCARB-recognized supplementary education activities:

1 Completing activities provided in the *Emerging Professional's Companion* (EPC)*,* located at www.epcom-panion.org. The EPC is a web-based professional development resource that offers learning activities related to the IDP training areas. The EPC describes fundamental practice issues, asks key questions, and defines learning strategies. The EPC also provides other resources that can help you clarify issues, address problems, and answer questions. **You earn one elective training unit for each completed learning activity.**

2 Completing AIA-approved continuing education resources and programs. **One AIA Learning Unit earns 0.25 IDP Training Units**. An AIA transcript must accompany your IDP training reports documenting completion of AIA-approved resources (refer to Appendix A for listing).

The AIA will provide IDP Record holders who are not AIA members with a customer number that allows you to document AIA continuing education used for IDP credit. Visit the EPC web site at www.epcompanion.org, click on the link for "First Time Users," and follow the prompts for "NCARB Record holders." The number that you are assigned will serve as your EPC login as well as your AIA continuing education customer number.

3 Earning a post-professional degree in architecture **after** earning a professional degree in architecture from a program accredited by NAAB or CACB. A post-professional degree in architecture received before July 1, 2002, earns 235 training units in IDP Training Category D. A post-professional degree in architecture received after July 1, 2002, earns 117 training units in IDP Training Category D. Credit hours must be in subjects evaluated by NCARB as directly related to architecture.

The above activities should be compared with those recognized by your registration board. If differences exist, you should use board-approved resources. Supplementary education activities are subject to the following conditions:

- Except for a post-professional degree in architecture, no training units may be earned for supplementary education unless the intern is employed in a recognized training setting (refer to Appendix C).

- Supplementary education cannot be used to satisfy the minimum training unit requirements in IDP Training Areas 1-16 (refer to Appendix B).

- Credit for supplementary education activities may not exceed 235 training units.